

The School Journal.

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THE SCHOOL JOURNAL.

A Weekly Journal of Education.

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TERMS.

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New York, December 6, 1884.

OUR readers may rest assured we are doing all in our power to make our papers as nearly perfect, typographically, as possible; but mistakes will occur, and all we can do is to learn wisdom and try again.

At this season of the year it is often impossible to send the JOURNAL the week after it is ordered. Names are entered as soon as received, and just as much expedition is practiced as is consistent with correctness. If there is any delay, beyond what you think is necessary, write us. Every effort will be made to give satisfaction to all.

As has been announced, after about the middle of January next we shall move to No. 25 Clinton Place. Our new editorial rooms will be on the second floor, pleasant, convenient of access, and much larger than at present. We shall be in a better condition than ever before to welcome our friends whenever they shall see fit to call, and we shall always be glad to see them.

THE Michigan Moderator says that, of 5,758 persons enrolled in the teachers' institutes of that State last year, 1,271 had no experience in teaching. This shows a commendable zeal on the part of the 1,271; but more than one-half the teachers of Michigan attended no institute last year. This shows that somebody has yet to do missionary work in the peninsula State.

No more sturdy opponents to progress in education are to be found than in the school-

room itself. No man is so poorly calculated to comprehend and value real progress as the hide-bound, pedagogue. These are of all sorts, and are found in the high school and the primary school. President White struck a heavy blow at the former when he designated their teaching as "gerund grinding." They have ground the boys so long and so thoroughly on the declensions and conjugations that they have almost become idiots. These are the men that are to blame for the reaction against the study of Latin and Greek. The punishment they deserve for the crimes they have committed against childhood could only be adequately imagined by a Dante and pictured by a Dore.

THERE are some men we always believe in, no matter how little they profess, and others we never believe in, no matter how much they profess. Mr. Moody, the evangelist, is of the first class. He draws a crowd where doctors of theology fail to gather "a baker's dozen." Men believe in him. He inspires confidence in them. The question was once put to him: "How do you know the Bible is inspired?" His immediate answer was: "I know the Bible is inspired, because it inspires me!" Here is a truth worthy of being printed in letters of gold. Only what we have can we give. Borrowed property can not be given. The inspiration of conviction—that which impells us to speak in spite of ourselves is the real motive power that starts others. The tear, unbidden, on the cheek of a mother has saved many a boy to virtue and manhood.

The arguments of Ingersoll never hurt Christianity. It was the man. Thousands follow: few lead. Follow what? Cold logic? Abstract statements? Dogmatic *musts*? No-never! The head always follows the heart. The Maid of Orleans felt; Luther felt; Washington felt; a million hearts have throbbed responsively. There was not a particle of logic in the speech of Patrick Henry, but it fired the hearts of our young nation, and made our independence. What the pupils believe the teacher to be is the engine of the school. This moves all the wheels. Cold laws, however logical, govern nobody. They are good only when they surround a beating, throbbing, sympathetic heart. A brain is a necessity, so is a locomotive, but burning coals must move the wheels, or the wheels will stand still. There is no movement without heat.

On the recent Thanksgiving day we had time to think why we ought to be thankful, and the result is we have come to the conclusion that we are thankful for a great many things we had never thought of putting down in our Thanks Book. The old causes remain recorded, unchanged for many years. Health, harvests, home, peace, freedom, country—for these we have long been thankful. Let them stand! A thousand hearts respond Amen! whenever these words

are uttered. As long as grass grows and water runs let the talismanic power of these words remain! They are a security and a safeguard.

But something must be added. Just now there is devout cause for thanksgiving that the Presidential campaign is over. We were safely passed the Charybdis and Sylla of that time before the thanksgiving turkey was dead. Let us give thanks! If the combined intellect of the great parties can not find live questions of national importance for future issues let them apply to the teachers. They would soon be supplied with subjects as far above Cleveland's youthful sins, or Blaine's private letters, as Milton's "Paradise Lost" is beyond the school-boy's love-sick ditty. If all the political papers published during the recent campaign were fumigated, disinfected and manufactured into white pulp, one page in the political history of our country would be cleaner.

We are educationally thankful. This should be written in indelible ink in all our Thanks Books. A new era has dawned! A light has shined out of the East and reached the farthest West! The time of dogmatic propositions has passed. A hidden voice has been heard and is giving to educational life a larger soul.

The time was not long ago when a clear definition was understood to be the beginning of all wisdom. The old masters proceeded by a straight course of logic from this as a starting point, and brought up in dogmatic propositions as the end of all strife. The order is reversed! A clear definition is now the goal. We bring up there and take breath for a new terminus. The old dictum was, "Believe this or be cursed!" The new dictum is, "I'll be cursed if I will believe it!" The old geometries began where the new ones now end. The new sciences have introduced new words—"Investigate,—Believe nothing you cannot prove." There is room for large faith in God. That temple is untouched; but the old dogmatic worship of rules and exceptions is swept into the sea of oblivion eternally. For this we are educationally thankful.

We are thankful that the meaning of the word education is better understood. Our religious papers are continually misusing it still, but the literary world more than ever before apprehends its application. A notable exception has occurred by a notable writer—Dr. E. E. Hale, in his recent article in the *North American Review* on "Half-Time in the Schools," in which he fails entirely to take in its meaning. But these exceptions are becoming rarer. For this we give thanks.

The collapse of Grind, Cram & Co. is hastening. It will soon be announced, Empirical Examinations, and Per-centages will soon be historical. The good time is coming! Let us give thanks as we see the day of better pay, longer term of service, more professional spirit, fewer limitations and more freedom hurrying along.

THE article of Miss Sheldon on "Teaching History," promised last week, appears on page 340 of this number. It is well worth a careful study.

WE will publish next week all the information we can obtain concerning the price of round trip tickets to New Orleans both by rail and water, as well as price of board and such other information as will be of interest to teachers desiring to visit the Exposition during the holidays.

A BILL has been introduced into the Vermont Legislature to discontinue state aid to the normal schools after Aug. 1, 1885. There must be some mistake here. The word Vermont must somehow have taken the place of the name of some uncivilized country. Surely Vermont, the grand old green mountain state, cannot be about to take a backward step—not Vermont, certainly.

THE Primary Principals' Associations of this city recently invited Supt. N. A. Calkins to deliver a lecture on "Language Lessons with Special Reference to Object Lessons for Training Pupils in the Use of Language." A full report has been prepared and will soon appear in the JOURNAL. The lecture was delivered twice in this city and once in Brooklyn, in order to meet the wants of the large number of teachers desiring to hear it. No one in this country is better authority on primary work than Supt. Calkins.

WE shall publish next week a list of books interesting to the young, endorsed by Dr. Northrop, whose judgment on this subject is excellent. His article in another column is a part of his lecture on "The Reading of our Boys and Girls," already delivered many times, and which ought to be heard by every institute, village and city in the entire country. Teachers can do no better service to the cause of good reading than engaging him to deliver this address.

THE Ohio and Virginia Reading Circles in their essential features are the same as those of Indiana, an account of which was published in the issue of the JOURNAL for Nov. 8. It would add nothing to publish the special arrangements of the Virginia plan as we expected to do.

WE are happy to announce that arrangements are in progress by which the State of New York will soon have an organization with officers in each county. When this Reading Circle is in active operation the State will be in a condition as never before to multiply the number of its professional teachers. The time has fully come when all who teach should have an intelligent knowledge of educational history and methods. In no way can this be accomplished except by persistent home study and conference with associates.

THE School Board of London recently censured three of its head teachers for a breach of the regulations in keeping some children after the ordinary school hours. The three cases were as follows: (1) One Inspector visited a girls' department a quarter of an hour after the time for dismissal, and found over 150 children at work; (2) he found in the boys' department of the same school about fifty boys at work at twenty-five minutes after the time for dismissal; (3) in another boys' school at one o'clock the Inspector found fifty boys at work, and more than thirty others kept in for being late, but not at work. The teachers were summoned before the committee, and urged various pleas in their own behalf. In the case of the girls, seventeen out of seventy-four in the first grade had been kept in to go over their sums; sixty-four children were singing songs; some others were kept in for disobedience, and for disciplinary purposes generally; and the rest had been kept in to do some buttonholes and needlework on which they were at work. In regard to the boys, it was urged in the one case that the pupils were kept in because they had been idle, disobedient, or inattentive to their work, and some because they had not finished their tasks. In the other case it was also urged that the pupils had been detained because they were backward in their lessons.

For the SCHOOL JOURNAL.

BAD BOOKS AND FLASHY LITERATURE IN HOME AND SCHOOL.

BY HON. B. G. NORTHROP, LL.D.

The school may improve the intellectual health of the home. A healthful taste for reading, early formed in the school, will foster the habit of home reading—of having a good book always at hand for odd moments. That is a habit of inestimable value. Youth thus learn to regard books as their friends. Hence choice books are the best presents for children. The ownership of books increases their power over the child's mind and intensifies his interest in them. He has gained a love of literature who can say with Fenelon "If all the crowns of the world were laid at my feet, in exchange for my books and love of reading, I would spurn them all;" or with Gibbon, "A taste for books is the pleasure and glory of my life. I would not exchange them for all the gold of the Indies."

The teacher needs not only to awaken a love of books, but to guide in their selection. Bad books and papers abound as do also the proofs of their pernicious influence. The managers of all the railways in Connecticut a dozen years ago promised me that the New York *Police Gazette* and Boston *Police News* and kindred papers should not be sold in their trains or stations. A proper presentation of the subject would probably secure a similar agreement from the managers of all American railways. Pretending to be "Chronicles of the Week," they are in fact contributors to the brothel.

These papers and the kindred dime novels abound in highly spiced stories of highwaymen, desperadoes, gamblers, pirates and like heroes, whose marvelous feats, outrages, dare devil achievements and successes (for they always succeed) set forth reckless crimes under a false glamour. The homely virtues of industry, economy, filial piety and temperance are ridiculed and in their place is fostered a rage for wild adventure, an ambition to play the desperado, see the world, try luck and win the prizes of daring. The language of these books, always full of "blood and thunder stories," is flashy, slangy, low and without literary merit. The many stories in the style of Peck's Bad Boy, may perhaps be a little less vicious and pernicious. It is an old motto that no man ever had a better friend than a good book and no viper more deadly ever came into a family than a bad book.

In one of the illustrated papers is a cartoon representing an infant in the cradle, one hand grasping a bowie knife and the other a revolver, a shot gun lies across the cradle and its crevices are full of other knives and pistols. A tube in the babe's mouth shows that its nourishment is drawn from a huge bottle labeled "Dime Novels," "Bloody Ben," "Ike the Indian Killer." Fed on such stimulants its hair flits stands on end and its features show a savage ferocity.

Jesse Pomeroy, the Boston Boy fiend, convicted of torturing and killing three little children, said "he did it just for the fun of the thing," and that "the book he liked best was 'Buffalo Bill.'" The *Boys of New York*, claiming a circulation of 50,000 is garnished with pictures of hags, highwaymen and cut-throats. The New York *Boys' Weekly* may not be fouled with smut, and yet prove most mischievous. In such stories as "Dashing Dick—the King of the Highwaymen," "Detective Dan," and "Corkey or the Tricks and Travels of a Supe," the exploits of robbers and burglars are the models for imitation and the proofs of a manly and chivalrous character. Such books and papers are extensively sold in stores or furnished free in barber shops. If a school should be set up to teach the art of pocket-picking, lock-picking, burglary and robbery, the police would promptly interfere and yet that would be harmless, compared with the influence of the newsdealer who is poisoning the minds of our youth with bad books and papers. Let public sentiment be properly aroused, and this evil will be suppressed.

We should fight this bad literature with the good. Children have no natural appetite for books that are flashy and insipid. They may be so trained that a feeble and vulgar style will disgust them. The

bar-room billingsgate will nauseate those who appreciate a refined diction. It is fortunate that many of our most gifted authors are now writing charming books for children. To guard against the trashy and corrupting papers, the home should be supplied with some suitable juvenile journal such as *St. Nicholas*, *Wide Awake*, *Youth's Companion*, *Treasure Trove*, or *Harper's Young People*.

For the SCHOOL JOURNAL.

NORMAL TEACHING.

STATE NORMAL SCHOOL, PERU, NEB.

GEO. L. FARNHAM, Pres.

LANGUAGE LESSONS.

Instead of dealing with the abstractions of technical grammar exclusively, Miss Winne spends much time in developing a correct use of language. By leading the students to examine objects, she furnishes them with food for thought, and then seeks to teach them the art of appropriate expression.

A stranger accustomed to the monotony of analyzing and diagramming unfamiliar sentences, might, upon visiting the class, suppose that any subject rather than language was under consideration.

The recitation is conducted by questions and answers, and errors in pronunciation or grammatical construction are promptly corrected in a pleasant manner that does not wound the sensibilities of the pupil, yet leaves a lively consciousness of the necessity for close attention to oral expression.

Upon the occasion of this report, as I entered the room, the first question I heard was—

Teacher. Upon what subject are you to write to-day?

Student. We are going to write about trees.

T. What are your reasons for writing on that subject?

S. We wish to show what we know about trees.

Another S. We write for the purpose of reviewing our knowledge.

Another S. We can, by writing, better arrange our thoughts.

Another S. We can remember what we know better by writing it.

Another S. We write for the sake of expressing our thoughts.

T. Why is it necessary for you to express your thoughts?

S. That you may find out what we know.

Another S. That you may know how to mark us.

T. Really, I had not thought of that. Perhaps you can give a better reason.

Another S. We wish to show what we know of the use of language.

Another S. We wish to improve our language.

T. What is language?

S. It is expression of thought.

T. How many are prepared to write?

Several hands were slowly raised.

Mr. C. I am not well prepared.

Mr. H. I can say something about trees.

T. Yesterday you seemed to indicate a better state of preparation than to-day. Perhaps you remember that quotation which we heard not long since: "The larger —"

Mr. T. It seems to me that is not quite correct (and he quoted correctly).

T. Thank you for the correction. The mistake was honest on my part. I did not do it with any desire to try your memory.

The teacher here showed a characteristic of truthfulness and teachableness which could not fail to increase the pupil's respect for her, while it necessarily increased her own self-respect.

T. In preparing for this show, how many examined the real object? (A show of hands indicated that all, or nearly all, had done so.)

Mr. A. I examined the tree and the wood.

T. How did you examine it in regard to attention?

Mr. A. I examined it very attentively. I spent more than an hour upon it.

Others then stated the degree of careful attention they had given to the examination of trees.

T. How many spent less than an hour?

Miss R. stated that she had done so.

T. Then what kind of an examination did you make, Miss R.?

Miss R. It was hasty, but careful while it lasted. Other pupils here stated that the examination was cursory, which last word was written on the board along with other new words which the teacher wished the students to add to their vocabulary.

T. What senses did you use in this examination?

Miss P. I used sight and touch.

Another S. I used sight, touch and smell.

Mr. M. I added taste to the senses that have been named.

T. What did you discover by tasting?

Mr. M. The leaf of the oak tastes very differently from that of the elm; and the leaf of the mountain ash is very bitter.

A short conversation upon the taste of different leaves followed, and the work was resumed.

T. In this part of the work I wish you to state nothing except what you have learned from actual observation. Compare the examination of these trees by an expert with the examination that you made, Mr. R.

Mr. R. He would examine more carefully than I.

T. Why?

Mr. R. He would have a more definite object in view than I had.

Another S. He would examine to find out what no one else had previously found. I examined to find out what I could. It might all have been found before, but I wished to find out for myself.

T. Besides this work of actual observation, what assistance have you had in preparation?

Miss N. I have been assisted by the discussion in the class.

Miss A. I have been assisted by the testimony of others.

Another S. We have been assisted by the conversation, controversy, dispute and opposition we have heard in the class.

T. Recall any point of opposition.

Mr. B. There was opposition to the statement that the elder is a tree, as it has pith.

Mr. R. In California the elder is a tree. Rails are made from it.

T. How do you know that, Mr. R.?

Mr. R. I know it upon testimony. A man told me so.

T. What kind of man was he in regard to trustworthiness?

Mr. R. He was truthful.

The class had here a short discussion as to what would constitute trustworthiness, and the word reliable was written on the board.

T. Now you may mention another point that was under discussion.

Mr. N. It was not decided whether circulation of sap continues during winter.

Some discussion ensued, but the question was not settled. The teacher did not give a decided answer as she wished the students to find out more about circulation.

T. Besides what you have gained from observation, statement of facts, and discussion, what other assistance have you had?

Miss A. I gained some information from books.

T. What have you gained from books?

Miss A. I learned that there are two great classes of trees. Exogens and endogens. The exogens grow by adding layers of wood between the bark and heart.

Mr. A. stated that he verified this assertion by examining the trees. He made some further statement in regard to endogens, but as that did not properly belong to the subject, the trees under consideration being exogens in the campus, the teacher brought the attention of the class back to the subject. When the bell rang for dismissal, the students were not only ready to write an intelligent description of trees, but were filled with a desire to increase their knowledge of botany, while the habit of using correct language to express thought was greatly strengthened.

The following day microscopic specimens, showing the movement of protoplasm in a leaf,

were presented, and were examined with great interest.

In the work in language, Miss Winne also makes use of the productions of the best authors.

FOR THE SCHOOL JOURNAL.

EDUCATIONAL OPINION

As expressed at the recent meeting of the Council of City Superintendents of the State of New York at Albany.

SPELLING.

SUPT. ELLIS.—Good spellers were made when spelling was taught orally. Rochester combines oral and written spelling, employing one in the forenoon and one in the afternoon.

SUPT. FOSTER.—Writing words several times produces carelessness.

SUPT. GRIFFITHS.—Oral spelling has no merit. It is found upon examination that better work is done where written spelling is practiced.

SUPT. SHELDON.—A pupil should never spell a word of which he does not know the meaning.

SUPT. TOMPKINS.—It is well to teach the spelling of words the pupils do not know the meaning of, so they may have them for future use.

SUPT. BEATTIE.—The spelling-book is a means of mental discipline and memory. Readers do not contain lists of words sufficiently numerous; they are made from few selections and contain limited vocabularies.

SUPT. C. E. GORTON.—We do not use spelling books. Hope to introduce one when one is found adapted to our wants. We do not teach words which are unknown to the children. We endeavor to make pupils certain of words already in their vocabulary, or which are added in school. Most new words are developed in the first three years. Nearly all spelling is made in combination with language work.

SUPT. SANFORD.—Oral spelling is valuable for reading lessons. Have it at the outset, but only written in intermediate and higher classes. Pupils do not misspell words learned in primary department when they are entirely written. Deaf mutes spell well and have no oral spelling. The object of spelling is only to write words, so that they shall not bring us into disrepute.

SUPT. COLE.—We practice written spelling only, and have spelling only in composition. We use a spelling book, but give only ten words in advance. Reading, spelling and language are all one subject.

PHYSIOLOGY AND HYGIENE.

SUPT. TOMPKINS.—We drop geography at the end of the seventh year; use Steele's Physiology for advanced grades and Miss Buckalew's book for lower. Since September we have had teacher's meetings devoted exclusively to physiology, at which lectures were given by physicians.

SUPT. COLE.—Our Board believes physiology to be important as a disciplinary study. Arrangements have been made for a normal course in physiology with stereopticon views. I would avoid presenting to small pupils the skeleton or anything repulsive.

SUPT. J. I. GORTON.—These things are not necessarily repulsive. Dissections have been performed and bones presented to the class when no repulsion was shown.

TRAINING SCHOOLS.

SUPT. ELLIS.—The Rochester Training Class is studying mental philosophy, moral science and the science and art of teaching. The class meets once each week. They are allowed to look up their subjects in reference library, are sent to visit schools and present criticism before the class.

SUPT. COLE.—The Albany Training Class was established with opposition. The principal of the primary school is conductor. Weekly lessons are given. Classes are put in charge of pupil-teacher under class teacher—the class teacher acting as critic. One great advantage is the opportunity of putting in practice principles while they are fresh in the mind. The pupil-teachers are kept three weeks in a class.

LANGUAGE—HOW MUCH? AND TECHNICAL GRAMMAR.

SUPT. SANFORD.—Technical grammar will not correct bad habits of speech, but gives a knowledge

of language. Practice in correct language should be given. Technical grammar may be commenced in latter part of grammar-school course.

SUPT. GORTON (C. E.).—Errors in spoken and written language should be corrected from the first. Constant practice in writing correctly by means of letter writing and written exercises in all studies should be given. Little technical grammar till near the close of the grammar school course, then thorough drill during the eighth and ninth years. It should then be studied as a science.

SUPT. BEATTIE.—We are ready to drop Regents' Questions in grammar.

SUPT. SNOW.—No study will compare with grammar to induce habits of consecutive thought.

SUPT. SCOTT.—From the first grade every lesson should be made a language lesson. Grammar should begin in the sixth grade and go through the eighth.

SUPT. WHITE.—Seven and one-half years should be given to speaking and writing correctly and one and one-half to technical grammar.

SUPT. MILLER.—I would treat the subject of technical grammar as a gymnastic study.

READING.

SUPT. SANFORD.—Do not use reading charts. The picture confuses and is a hindrance. Use the word and sentence method, and do not read sentences for pupils. Phonics give ability to know new words. The teacher should not help the pupil in reading. No study of the reading lesson should be done. McAllister says, "Keep on reading from blackboard five months."

SUPT. CALKINS.—There should be some foundation in all methods; we want to find where children stand and work from that. There is loose knowledge lying in the minds of the children; find what it is and build on that. In the first stage their loose knowledge in reading consists of words known and used. Teach them to recognize those words at sight which they already know from the other senses. Sometimes use the word and sometimes the sentence method. Children learn to give expression to the thought; the teacher should not read the sentence until the children have tried it—then to give broader expression to the thought. In the second stage they are ready to recognize thought in new groups of known words—perhaps also in known words mixed with unknown words. Let the dull boy get the help of imitation by reading after brighter pupils.

There is danger of being led to drop good methods for something new.

EXAMINATIONS—HOW AND HOW OFTEN?

SUPT. SNOW.—We began written examinations once a month; found it too much and changed to bi-monthly. We now have two—one after twenty weeks and one at the end of the year. For promotion recommendation of the teacher overrides written result. We keep account of the daily work of the pupil and send reports to parents.

SUPT. COLE.—We would need no examinations if teachers were good enough. We are not in a condition to abandon them.

SUPT. GRIFFITHS.—The effect of examinations on pupils is to put them in a high state of nervous excitement.

SUPT. ELLIS.—The tendency is to extremes. We have had too many examinations and they have become an evil. The effect of examinations on pupils depends on the teacher. A nervous teacher will make the class nervous.

SUPT. FOSTER.—We have made a list of honor section, attendance, and scholarship departments. We promote without examination and find that it produces reformation in many cases.

SUPT. C. E. GORTON.—In low grades we promote on recommendation of the teacher. The principal may promote at anytime when a pupil is prepared to go forward. We have regular examinations twice a year—mainly written. The teachers prepare lists of pupils whom they consider prepared and unprepared before the examination, and lists for promotion are made from the results of examination combined with the teacher's estimate. Usually the result of the examination shows the teacher's estimate to have been correct.

For the SCHOOL JOURNAL.

HOW TO CULTIVATE THE SENSES.

MIND ARTICLE NO. XII.

It has been often said in these articles that the mind can only receive ideas through the medium of the senses. It follows, then, that the senses must be trained in all the grades of a school course. No man or woman is too old to need the culture of the eye, hand, ear, as well as the nose and mouth. If the human machine is in good working order the mind will be likely to be stocked with thought.

PRINCIPLES.

One sense cannot be trained without also training to some extent all the others.

Quickness of apprehension must be aimed at.

Correctness of statement is essential. Language is the vehicle of thought. Fragmentary expression is certain to lead to disconnected thought. Full statements in sentences are of inestimable value. First be certain that there is *correctness*, next quickness, then full statements.

There are two kinds of sight, feeling, etc.; one is the objective, or what the mind perceives when it looks out upon the outside world; the other is subjective, or what the mind perceives when it looks in upon itself and recalls, recollects, judges or reasons. Primary grades are mainly concerned with objective culture, higher grades give more time to subjective discipline.

FIRST COURSE—OUTLINES OF LESSONS.

Suppose a piece of glass is presented to the children. After proper questioning, but NEVER TELLING, OR ASKING QUESTIONS THAT CAN BE ANSWERED BY YES OR NO, leading the children to look—look—look—and think and tell. The following full statement is obtained:

"Glass is bright, cold, smooth, transparent and brittle."

In subsequent lessons other objects are presented, and the following statements obtained:

India-rubber is opaque, elastic, inflammable, black, tough and smooth.

Leather is flexible, odorless, waterproof, tough, smooth, durable and opaque, and is used for shoes, gloves, reins, saddles, port-monies and binding books.

Loaf-sugar is soluble, fusible, brittle, hard, sweet, white, sparkling, granular, solid and opaque.

In the same manner use the following substances:

Sponge,	Wool,	Water,
A piece of wax,	Camphor,	Bread,
Sealing wax,	Whalebone,	Ginger,
Blotting paper,	Milk,	Rice,
Salt,	Horn,	Crayon,

SECOND COURSE—COMPARISONS.

After having obtained all the obvious qualities of the foregoing objects, or others equally as good, then commence a series of comparisons, taking care in each step to bring into active exercise *all the senses possible*.

Present the subject in outline thus:

	MILK.	WATER.
SIMILARS.	Liquid,	Liquid,
	Wholesome,	Wholesome,
	Heavy,	Heavy,
	Reflective,	Reflective,
DISSIMILARS.	Used to drink,	Used to drink,
	Opaque,	Transparent,
	White,	Colorless,
	Sweet,	Tasteless,
	Odorous,	Inodorous,
	Greasy,	Clean.

Compare all the substances mentioned above. It will often tax the observing powers of both teacher and pupils to the utmost to obtain correct and comprehensive statements. The results will pay.

THIRD COURSE—PARTS, QUALITIES, COMPARISONS AND USES.

	PARTS.	QUALITIES.	USES AND COMPARISONS.
AN APPLE—	Eye,	Spherical,	To be supplied by the teacher.
	Core,	Juicy,	
	Peel,	Hard,	
	Pulp,	Solid,	
	Juice,	Opaque,	
	Stalk,	Odorous,	
	Surface,	Colored,	
	Inside,	Natural,	
	Outside,	Sweet or sour,	
	Seeds, etc.	Vegetable.	

In a similar manner treat the following substances:

Book,	Chair,	Per,
Egg,	Knife,	Key,
Bird,	Orange,	Acorn,
Cork,	Glue,	Honey,
Oyster,	Needle,	Stone,
Water,	Oil,	Vinegar,
Ink,	Milk,	Fire.

REMARKS.

It matters not whether these lessons are called object, objective, or sense-lessons; their importance cannot be questioned. So many of our scholars are not able to see what is right before their eyes that often the teacher has occasion to be discouraged. They grow up having eyes which see not and ears which hear not, or if they do see it is "men as trees walking."

The study of books will not give that quickness of perception so necessary to success in life. The outward world must be studied. What gives success to the chemist, surveyor, merchant, farmer, sailor, engineer, blacksmith, carpenter, bricklayer and builder, but a certain sharpness in seeing things? The successful workman owes his superiority to the fact that he perceives what others do not perceive. Edison looks, feels, hears and tastes what others have overlooked.

Sharpness in perception is at the foundation of the thousand improvements of the present age. We see and hear what other ages have seen and heard, but did not know it. How often do we hear the expression, "I have looked at that a hundred times, but never saw it before." Eyes must be trained to see; and all the senses to act.

For the SCHOOL JOURNAL.

MIND CLASS.

(See November 15.)

TIME OF STUDY—ONE WEEK.

1. State difference between simple emotions, affections and desires.
2. What is agony? Grief? Remorse?
3. Prove the relation of desires, sensations and emotions.
4. What desires depend upon the original principles of our nature? Prove.
5. What emotions come to full maturity instantly? What gradually?
6. How is the emotion of sympathy produced?
7. Of what is sympathy the basis?
8. What value is sympathy to the teacher? What educational value has sympathy to the pupil?
9. In what way must we study this subject?
10. What is introspection? How promoted?

SUPT. GOVE of Denver, Colo., hits the nail on the head every time he speaks. In his recent report he says, "A boy will be a more nearly complete man, if when he leaves school, in addition to his ordinary school acquirements he can drive a screw, or set type, or saw a board, or file a saw, or make a shoe, or shoe a horse, or plane a board, or hoe a garden, or graft a tree, or forge a bolt, or mend a sail, or weld iron, or braze a joint. Therefore, it is said, the schools should have one or many of these trades. Already the atmosphere is filled with the buzz of a new manual education. Some virtue surely exists in this agitation. We wait for the experimenters to demonstrate how that virtue can be extracted for the good of the people."

"To read, to write, and to cipher, constitutes the foundation knowledge. What more can be intelligently done, should be. Excellent instruction in these elements should never be sacrificed for experiment. Boys and girls are never made bad in school, on the contrary they are made better. Genuine scholarship and untruth cannot abide in the same individual."

The italics are ours. Look out, Supt. Gove! It is well you didn't live three hundred years ago and say that. The ashes of your burnt bones would have been mixed with the waters of old ocean long ago. Have you forgotten your catechism?

FORTUNATELY Chicago and New York are a long way apart.—*Illinois School Journal*.

THE SCHOOL-ROOM.

A CHRISTMAS CHANT.

It was the calm and silent night!
Seven hundred years and fifty-three
Had Rome been growing up to might,
And now was queen of land and sea.
No sound was heard of clashing wars—
Peace brooded o'er the hushed domain;
Apollo, Pallas, Jove, and Mars,
Held undisturbed their ancient reign—
In the solemn midnight,
Centuries ago!

'Twas in the calm and silent night!
The senator of haughty Rome
Impatient, urged his chariot's flight
From lordly revel rolling home;
Triumphal arches, gleaming, swell
His breast with thoughts of boundless sway;
What recked the Roman what befell
A paltry province far away—
In the solemn midnight,
Centuries ago?

Oh, strange indifference! low and high
Drowsed over common joys and cares;
The earth was still, but knew not why;
The world was listening—unawares.
How calm a moment may precede
One that shall thrill the world for ever!
To that still moment none would heed,
Man's doom was linked no more to sever—
In the solemn midnight,
Centuries ago!

It is the calm and silent night!
A thousand bells ring out, and throw
Their joyous peals abroad, and smite
The darkness, charmed and holy now!
The night that erst no name had won,
To it a happy name is given:
For in that stable lay new-born
The peaceful Prince of earth and heaven—
In the solemn midnight,
Centuries ago!

For the SCHOOL JOURNAL.

LESSONS IN NUMBERS.

It is one thing to teach arithmetic and quite another to give a pupil a conception of the numerical relations of quantity. The idea usually before the teacher is to see that the pupil acquires facility in the processes applied to numbers. This, of course, results badly: he must look deeper. There are numerical relations between things, and these the pupil must know. What are the difficulties in the way? They are four in number:

1. The difficulties arising from ignorance of the names for actual results. Thus, a child holds four sticks in the left hand and four in the other, but does not know that the word-term to represent both quantities. This is removed by handling objects according to the Grube method and giving terms as needed.

2. From want of signs to express his acquired knowledge of quantity. Thus, he wants a sign-term (10) for the sum of five sticks and five sticks. This is remedied by showing the sign for the word term as he handles the objects.

3. From the peculiarities of the decimal system of grouping quantities. It is forgotten that it is not a natural method to group things by tens—it is wholly artificial.

4. From the mechanical side of the decimal system. Thus, that 14 is one ten and four units, etc., etc. All these must be cleared away before the pupil can proceed to employ his logical powers, these will decide whether increase, diminution, or separation, either one or all, are to be employed to obtain the result.

Supposing the teacher to have cleared away the first two difficulties above referred to, I will show how the third may be met in a practical way. Procure a box of modern toothpicks for five cents—it holds 2,500; dye them red. Let your pupils tie them up into snug bundles of ten each. Then tie up ten of these bundles into larger bundles, arranging them, three at the bottom, a row of three on that, on that another row of three, and the single

bundle on the top of the nine. Let these be neatly arranged.

Get a board two feet wide and three feet long, and draw black lines across it three inches apart; fasten three cigar boxes to the upper part, and set it on your desk, slanting towards your pupils, so that it is in plain view of the entire class. It will look as below:

1	2	3
•••••		
•••••		
•••••		

In box 1, put a handful of the sticks; in 2, put the bundles containing ten sticks; in 3, put those containing one hundred. In the space below 1, make some holes with a brad-awl.

You first tell the pupils that while things may be grouped in twos, threes, fours, etc., it is most convenient to group them in tens. Not only are single things thus grouped, but the bundles containing ten are also grouped into tens.

You put some sticks into the holes in the first space—say five—and let one pupil write the figure 5 on the blackboard, the others write it on their slates. (This has been done before by him—he is familiar with the process.)

You lay a bundle of ten sticks in the second space, and the pupils write 10. Then three sticks are stuck into the holes; they write 13. You point out that the figures representing the bundle of ten are put at the left of those representing the sticks in the holes.

You lay two bundles in the second space, etc., etc.

You lay a bundle containing one hundred in the third space, and the pupil at the blackboard writes 100. You point out that the figure representing this bundle is in the third place.

You now lay bundles in the spaces, and call for the figures, such as will give rise to 225, 347, etc.

You now reverse the operation. You write 147 on the blackboard, and the pupil lays out the sticks that demand such a number. You question to lead the pupil to see that the bundles in box 2 contain 10 of the sticks; that those in 3 contain 100 and also ten of the bundles in two. This should be continued until the whole subject is plain.

This is needed work for grammar pupils (advanced primary); Supt. Howland, of Chicago, a keen observer, found such pupils, though able to do sums splendidly, quite unable to grasp the numerical ideas presented in the bundles above. The foundation conceptions had never been laid. Talking won't do it; let them see the bundles and sticks that are represented by 345, etc. If possible, let every pupil have such an apparatus. Straws, cut of the length of three inches, may be used. Some teachers use India rubber bands instead of strings, to bind the bundles.

The teacher will ask, shall we not carry this into thousands? etc. Three figures well comprehended are enough to lay the foundation conceptions; the object is not to teach notation or numeration, but to teach representations of quantity grouped into tens. It is a melancholy fact that thousands of children are set to learn definitions of the terms arithmetic, notation, and numeration, and then to writing numbers, who have no conception that those numbers represent quantities. They get some expertness, but it is of the same value as the expertness one gets in rattling off *hic, hac, hoc*.

Let it be reflected that persons of fine logical powers stumble over this matter for years. A lady who graduated at a female seminary, and is now a contributor to magazines of high repute, saw an exercise with sticks and exclaimed: "Why, how plain that is, and yet I never understood it before (the number was 327). I now see why that 2 is larger than an ordinary 2."

Let the determination be to teach the pupil the art of representing the relations of quantities grouped in tens. The other difficulty will be taken up in the next article.

An imitator is never a good teacher.—Penn. Teacher.

THE A, B, C, OF NUMBER.

By Miss E. M. REED, Welch School, N. Haven, Ct.

PART I.

In the primary grades the work in Number is chiefly constructive, not scientific; the object is knowledge of numbers, not of processes, so we will begin, not with a single process, but with a number, and take all processes with it.

You will now please suppose that I have children who have received no systematic instruction in number. I have first to find out what they know of number. I gather them, a half dozen at a time, about a table on which are objects of various kinds, holding up two objects, I say:

"Saddie, find so many buttons."

"Henry, so many blocks."

"Johnnie, so many wheels."

"Mary, so many sticks."

"Josie, so many spools."

"Come and whisper to me how many you show me."

If all give the correct answer, I continue my test by requiring two marks drawn on the board; two pegs shown; two things unlike each other; to name two different things in the room; two things seen on the street, in their homes; two days of the week; the names of two children. If a child happens not to stand this test I excuse her. I proceed with the rest until I assure myself that they know two under all ordinary conditions. I then test for three in a similar way. More children need to be excused during this test. I advance with numbers until I reach the limit of the children's knowledge.

I do not accept the ability to count by ones as a proof of the perception of a number. The child may know the succession of numbers without knowing that four is different from one. As he repeats the numbers, each is only one to him. I have frequently tested and found this result. The fourth one is four, not the four ones taken together.

Two is usually the limit of the child's knowledge. I have never found a child of school age who did not know one, and have very seldom found one who did not know two. About one-fourth of the children know three when they enter school. A few know four, and I usually have these three groups of beginners, viz., those whose knowledge of number is confined to two, those who know three, and those who know four. With each group I begin where this knowledge ends. One group begins with three, another with four, and the other with five.

Let us suppose that we are to teach the number four. Four is so many [things], not a sign which we call a figure, so to give an idea of four we present things, not a sign. Four has an individuality of its own, and is worthy of introduction without the media of its smaller sisters; so we will not arrive at four by counting.

As an aside, I want to say that there is no call at any time for any teaching of counting by ones. The pupil learns the right succession of numbers unconsciously as numbers are presented to him in a logical order. The teaching of each number may be considered under four heads:

1. The perception of the number.
2. The analysis of the number.
3. Drill to fix facts discovered by analysis.
4. Comparison with smaller numbers.

You or I have a perception of four only as we can recognize it under any conditions. To give the child an opportunity of getting this knowledge, we present the number under many conditions, or, in other words, cause it to be applied to various classes of objects. Objects most convenient for use are light wooden blocks, checkers, buttons, card board disks, and rings of stiff paper, sticks, spools, paper money, geometric figures (cut from bright paper), artificial flowers, and paper patterns of familiar objects, horses, birds, dogs, cats, mice, fish, butterflies, bugs, pails, cups, spoons, knives, forks, brooms, dust-pans, spades, rakes, scissors, hats, caps, gloves, boots. These patterns can be easily cut out for one's self, and are specially recommended as being very suggestive in language work in number.

A table is almost indispensable in the objective work in number. It places the objects within convenient reach of all, and brings the children into the most favorable position for giving attention to the work in hand. By such an arrangement, too, the teacher's effort travels over the smallest possible amount of space, and is, therefore, utilized to its utmost.

Holding up four objects, I direct each to show me so many. I say, "I show you four (blocks it may be). How many buttons do you show me, Bessie, when you show me so many? How many knives, Henry? How many brooms, Katie? How many silver dollars, Mary?" I then direct each pupil to show me four, mentioning the object I wish him to take. "Ella, show me four pails. Dolly, four birds. Harry, four beetles. Susy, four rings. Annie, four flowers." This is not difficult, and the number is almost always correctly shown the first time. Then I say, "Make on the board four straight marks up and down, four from right to left. Four is four dots, four crosses, four rings. Show me four things unlike each other. Tell me how many things I show you," showing a flower, a stick, a pair of scissors, and a bird. "Tell me how many flowers I name: a violet, a daisy, a buttercup, and a dandelion. How many trees: an oak, a maple, an elm, and a chestnut tree. How many animals: a horse, an ox, a sheep, and a dog. You may name four things not in this room, four kinds of food, four things you can do, four things that you wear, four streets, four children."

I have made some important discoveries here. They are: (1) That four sizable objects, as blocks, are known as four when the same number of pegs cannot be told. (2) That four things of the same color are recognized, while four things of different colors are not. (3) That four things of a kind can be perceived when four things of different kinds are not. (4) That four things can be selected when four cannot be created, as making four marks on the board; and last, that to carry the number in the mind while I name four different objects not visible is quite a difficult feat, and equally difficult is it for the child to name four different things, no more, no less. I make my teaching follow an order corresponding to these discoveries, therefore I do not judge the pupil ready for the next step in the teaching until he can take these points without hesitation. It simply requires close observation, and if the pupil has not this power, he cannot advance in his study of a number. I use this as a test of his ability to take up the regular work of the school.

NOTE: This paper was read before the recent meeting of the Conn. State Teachers' Association. Its publication was requested by a unanimous vote.

For the SCHOOL JOURNAL.

LANGUAGE LESSONS.

How may children learn to read and write the English language correctly? By reading and writing it. But this work must not be made distasteful; they must take an interest in language and its products. Let them have a magazine like TREASURE-TROVE and they will become intensely interested in reading and writing.

(1) Read, or have a pupil read to them one of its stories; then let the others reproduce the story in writing as well as they can.

(2) Let them give the substance of the story orally.

(3) Let them, after reading, write or tell a similar story.

(4) Let them memorize and recite the poems.

(5) Let them read and discuss the current history articles; this will interest them in what is going on in the whole world and they will be easily led to make a summary of news from the newspapers to be read and discussed in school.

(6) Let them reproduce orally the biographical sketches adding such facts as they can glean from other sources, let them quote passages from the authors, bring selections from their works to be read in class, relate and read anecdotes about the others. A whole week may profitably be spent upon some biographies.

(7) Interesting language work may also be made of the articles on general information that appear in *TREASURE-TROVE*. One may be chosen as a subject, further investigation be made into it and a full account written out. The questions in "Question-Box" may also be used in this way. They are designed to arouse the curiosity and spur to investigation.

(8) Encourage them to write letters for the "Letter-Box," they will soon become interested in letter writing and anxious to improve.

For the SCHOOL JOURNAL.

STORIES FOR THE PRIMARY CLASS.

I.—FOR ORAL REPRODUCTION.

WHY CATS WASH THEIR FACES AFTER EATING.

CATS always wash their faces after eating, and I will tell you why. A cat once caught a bird, and, as he was about to eat it up, it said: "Mr. Cat, no gentleman ever eats until after he has washed his face." So the cat laid the bird down on the grass until after he had washed his face. Of course, the bird flew away. "There now," said the cat, "as long as I live, I will eat first, and wash my face afterward." Which all cats do to this day.

II.—BRAVE LITTLE ANDY.

ANDY was a poor little boy who lived near the railroad track. One day he saw something was the matter with one of the rails, so, at train time, he stood on the track and spread out his arms. As the train came in sight, it whistled and whistled, but Andy would not move. At last it stopped, and sure enough the rain had washed out the track, and there would have been a terrible accident if Andy had not been there. The people on the train cried, and said, "God bless the boy." Then they gave him a large sum of money to show how grateful they were.

III.—KING FREDERICK AND THE LITTLE GIRL.

KING FREDERICK, of Prussia, once visited a country school to see how well the children knew their lessons. Taking up an orange, he said:

"Children, to what kingdom does this belong?"

"The vegetable kingdom," said a little girl.

"And to what kingdom does this belong?" said he, holding up a golden coin.

"To the mineral kingdom," she replied.

"And to what kingdom, then, do I belong, my child?" asked the king.

Now the little girl did not think it would be right to say the king belonged to the animal kingdom, so she looked up and said, "To the kingdom of heaven, sire."

METHOD OF TEACHING HISTORY.

(From an address of Mrs. Sheldon of Oswego before the Mass. State Teachers' Association.)

"The people rule the future. And since the rulers of a country must deal with realities at first hand, can rest on no authority, must see facts, weigh evidence, and form judgments, those studies are of primary importance which train men to see facts, weigh evidence, and form judgments. Hence the mighty claim which natural science makes to a large place in our new education; for it, at least, brings students face to face with reality and the difficulty of reality; it forces him to see, weigh, and judge.

"But history can be taught by precisely the method which the laboratory employs, while its subject matter is such as to give it a primary place in citizen training, being nothing less than that very human society with which the citizen must deal; . . . a subject matter capable as that of science to stimulate all reflective powers and rouse the admiration for what is orderly, fair or mighty; but beyond that capable of stirring all the sympathetic powers and leading on the soul through love and hate to high and daring action.

"But how can we make history do all this? By seeing first its scientific material, and then teaching this material by scientific method. The first problem is that of selection, what is the scientific material in all that mass of prejudice, myth, opinion, and anecdote named history? If we look at this mass quietly and seriously, we shall see that history, like biology, has its living units. The living unit of history is the state. . . . This, then, is the unit of history; the state developing from its simple and rudimentary to its most capable, complex,

and sensitive form. But there are many states; and shall we study each! No, for on regarding them attentively, we shall see that some of these units are solitary and unrelated, and others incomplete. . . . This, then, is the law by which we select; take those periods and those people whose life has become an enduring part of the heritage of humanity. These chosen, study those organizations which have given force and form to the political, religious, or social structure; above all, study their spirit as displayed in literature, art, and action.

"The matter chosen, how shall we present it? Science again shall teach us. . . . If we study biology, we must pore over the cray fish and the rabbit, before we can interpret the books; if we would learn to make money, we must handle it day after day, in actual trade: . . . In history, also, things themselves, realities, must instruct our students. . . . We must place before our students the words, the deed, the creeds, the constitutions of the great Aryan people. Of course, it is as impossible to do this completely, as to place before the student in the laboratory of biology the whole living creation; but for the student of nature or of history it is possible to select type forms and typical facts which shall reveal the law. If I am to teach you about birds, it is quite unnecessary that I should present you every kind of bird that ever flew; for there is thought in nature, and a thousand forms are built upon the same plan. So if you dissect and thoroughly study four or five typical birds, you know the birds; not all their habits, names, and homes, but you are armed with understanding and a habit of comparison which makes each new bird intelligible and interesting. So in the mass of human words and deeds, certain are typical and throw light on a whole era and a whole life. . . . And what should be insisted upon is that our pupils do hear and see the very products of the time and people, that they form their own opinions at this fountain-head of reality, before they know or hear the opinions of another. When they have once done this, open the wide world to them freely.

"The advantages of such a method are two. It brings the mind of the pupil into contact with life giving reality, and it trains him to think; to see in the form the temporary home of the advancing spirit, to see in the word and the act the force and quality of character."

HYGIENIC FACTS AND QUERIES.

1. Why should not man live as long as the elephant?
2. The oyster exists; man lives. What is the difference?
3. Dr. Tanner lived forty days without food.
4. Oxygen is nourishment, as really as bread or meat.
5. Pure air is not always near the ceiling in heated rooms.
6. Rise early, but take eight, nine, or ten hours sleep if you need it. Don't insult nature!
7. Beef tea is not food unless properly made.
8. Ninety-nine people out of a hundred eat too much.
9. No one is too poor to buy soap and a bath tub.
10. Nothing will quench thirst but water.

CHARACTERISTIC OF A GOOD TEACHER.

I. Mental Characteristics.

1. Professional spirit.—2. Sympathy.—3. Tact.—4. Earnestness.—5. Energy (not demonstrative).—6. Enthusiasm.—7. Hopefulness.—8. Patience.—9. Watchfulness.—10. Definiteness.—11. Thoroughness.

II. Manner Characteristics.

1. Quietness.—2. Cheerfulness.—3. Calmness.—4. Self-possession.—5. Uniformity of temper.—6. Politeness.—7. Kindness.

III. Habits.

1. Speaking in a low tone.—2. Orderliness.—Punctuality.—4. Cleanliness.—5. Neatness.

THE trustees of the Slater Fund for the Education of Freedmen expect that manual training will, in some form, be a part of the education in all institutions to which they give aid. This policy has had satisfactory results. Whatever argument may be brought against the incorporation of industrial features into schools of the ordinary character it does not apply to the schools for colored people.

TABLE TALK.

Our letter column has become so crowded that we shall be obliged to answer many queries by mail. To insure an immediate reply, please inclose a stamp or card.

In answer to our request in the *JOURNAL* of Nov. 8, we have received answers so diverse in character that it is impossible to classify them. We have concluded to abandon the attempt to arrange a list as we had anticipated, and commence again.

Please send the following lists, arranged in the order of their excellence:

1. The names of ten books most helpful to teachers.
2. The names of ten famous educators, dead or alive.
3. Ten best newspapers, not educational.
4. Ten helpful games for children.
5. Ten living preachers.

If the responses are prompt and general the lists will be much extended. Many questions of this character can be brought to the attention of advanced pupils with great benefit.

We have so much we want to say, ought to say, and it seems as though we *must* say, but *cannot* because we have no room, we are much troubled. For example, we want to say more about kindergarten methods. They are exceedingly important, and many of them can be used in all schools. Do not rely on the *JOURNAL* entirely. Buy books on the special subject in which you need help. We shall be glad to give our opinion in matters where you think our advice will be of value. Send letter, inclose stamp, and an answer will be returned.

Supt. Ream, of Montour county, Pa., says that about 50 per cent. of the applicants examined by him had never read or studied a work on Methods of Instruction. It is evident there is a *little* more work to be done in the good old commonwealth of Pennsylvania. Why would not a State Teachers' Reading Circle be a good plan? Of course it would if it was thoroughly organized, earnestly pursued, and faithfully undertaken by all superintendents of schools.

Will some one be kind enough to compose six or seven stanzas and a chorus, to be set to music and used in celebrating Washington's Birthday. This will greatly oblige many of the teachers who observe or celebrate that day.

"There is something in the assertion that differences of opinion on education exist only within certain narrow limits. But when it comes to *practice* we see a vast difference. One is so entangled in the split-hairs of theory that the least important principle is brought into greatest service. The other, clear-headed, marshals his forces with judgment, neglects nothing manifestly essential. There is nothing we need just now more than *common sense*. Any practice could be justified on the principles of Pestalozzi and Froebel, just as any of the religious sects can prove their doctrines from the Bible."

E. D. BRINKERHOFF.

Not exactly right, Friend Brinkerhoff,—not "*any practice*." You have made a remark too sweeping in its applications. Certain practices within certain limits may be allowed. But *there are limits* beyond which practice becomes lost in the mazes of error. The "*Limitations of Teachers*" is an excellent subject for consideration.

We desire to receive communications from the Mind Class. What are you doing? Write us a note, if only on a postal card. We want to hear from more of you. The Mind Class is large, but it lacks communicativeness. We have called on twenty members for their papers; the best will be published if the author is willing.

Please send us "Live Questions" with answers. Doubtless our subscribers have a great many excellent ones that ought to be put in print. Send them to us.

A correspondent says that Wilson is the author of

"Think for thyself—one good idea

But known to be thine own—

Is better than a thousand gleaned

From fields by others sown."

Now tell us what Wilson. When did he live, and what else did he write?

The Board of Education of New York City has decided that Bryant is a second-rate author!!

LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:

1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.
4. We can not take time to solve mathematical problems, but we will occasionally insert those of general interest for our readers to discuss.
5. Enclose stamp if an answer by mail is expected. Questions worth asking are worth putting in a letter; do not send them on postal cards.

"In a certain factory are employed men, women and boys; the boys receive 3 cts. an hour, the women 4, and the men 6; the boys work 8 hours a day, the women 9, and the men 12; the boys receive \$5 as often as the women \$10, and for every \$10 paid the women, \$24 are paid to the men. How many of each, men, women and boys, are there, the whole number being 56?" Yours respectfully, F. O. I.

[The above example is incorrect, unless the answer be given including fractions of a man, etc. The whole number cannot be 56, but with 59 for the whole number, the question admits of a rational answer. The solution is simple by mental arithmetic, and we append the algebraic solution, calling whole number 59. Let x , y and z = respectively the number of men, women and boys. Then $x + y + z = 59$, eq. (1). Now, the amount the men receive in a certain number of days is to the amount the women receive in the same time as the number of men is to the number of women, provided their daily wages are alike. But these being different, the quotients of the wages in a specified time, divided by the daily wages will be as the numbers of those working, or $\frac{4}{3} : \frac{5}{6} :: x : y$, from which (making the product of the extremes equal to the product of the means, and reducing we have $5x = 6y$, e. q. (2). Similarly, $\frac{4}{3} : \frac{5}{6} :: z : y$, which, reducing in the same way as the previous proportion, gives $3y = 4z$, eq. (3). These equations, solved, give 24 men, 20 women, and 15 boys.—J.]

(1) Please dispose of the last four words in the sentence, The Atlantic Ocean is *three thousand miles wide*. (2) Who were the eleven men of whom Hawthorne speaks in his description of the Boston massacre? Which ones were killed? G. H. S.

[(1) "Three" is a cardinal numeral adjective modifying "thousand," "thousand" is the same modifying "miles," "miles" is noun of distance, or measure, objective case, without a governing word, an adverbial element modifying "wide." The difficulty is possibly with "three," explained by following rule: "In combined arithmetical numbers, one adjective often modifies another." (2) In a volume containing an account of the "Boston Massacre" we find these eleven names given: Ebenezer Bridgman, Richard Palmes, Theodore Bliss, Preston, Montgomery, Crispus Attucks, Langford, Kilroi, Samuel Gray, Henry Knox, Ensign Maul. These ought to be the eleven alluded to by Hawthorne. Of these three died. But the only names mentioned are Crispus Attucks and Samuel Gray.—J.]

In the JOURNAL of Nov. 1, the sentence, "Passengers are forbidden standing on the platform," is approved. May it not be said by a dissenter that as you may see a man standing, and may not have seen him begin the act, standing expresses an act without reference to its beginning or ending, —merely its continuance? May it not also be said that if you see him (to) stand, you must have seen him begin the act, and must have seen him continue the act. (To) stand expresses an act with reference to its beginning and continuance, —exactly what is forbidden? The construction also involves the government of standing by the so-called passive verb, "is forbidden." D. C. O'CONNOR.

1. Who is Rose Porter, the author of "Summer Driftwood"? (2) What is the best method of heating and ventilating a school building? by furnaces, or by steam? Is there any objection to steam besides the expense? Whose system of heating do you consider good? (3) Please give the dates on which the birthdays of some of our leading poets and authors occur; Whittier, Lowell, Holmes, Bret Harte, etc. D. F.

[(1) A New Haven lady, quite an invalid: a writer of religious fiction and a compiler of devotional and consolatory books remarkable for grouping and arrangement, "Foregleams of Immortality" and "Bits of Ore" her latest. Apply to Randolph, 900 Broadway, New York, for catalogue. "Summer Driftwood for the Winter Fire" was her first work. (2) By steam, radiation indirect, hot air admitted and cold air emitted near the floor. (3) Whittier, Dec. 17; Lowell, Feb. 23; Holmes, Aug. 29; Harte, Aug. 25; for etc. see cyclopaedias or biographical dictionaries.—B.]

1. What is the best work on Theory and Practice of Teaching? (2) Of Whom can I get a good Physical Geography? V. P.

[(1) Page's, Abbott's, Johnson's, Swett's, and Brook's, are good. (2) Of D. Appleton & Co.—Science Primer.—B.]

Please let me know of any cards suggestive of composition writing. There are some prepared for use in object lessons for little ones. Are there any such for larger pupils? S. S. J.

[We know of none except the Natural History cards published by Prang & Co., which are used in this way.—B.]

[Will A. Luce please send his address.—Eds.]

EDUCATIONAL NOTES.

TO SUPERINTENDENTS, INSTITUTE CONDUCTORS AND TEACHERS.

Our readers would like to know what you are doing. Will you not send us the following items: Brief outlines of your methods of teaching; interesting personal items; Suggestions to other workers. Only by active co-operation can advancement be made. Thousands are asking for information and we shall be glad to be the medium of communication between you and them. EDITORS.

COLORADO.—The Colorado Springs schools are unusually prosperous this year under Supt. Byington's administration, if we can believe the local papers. Nine hundred pupils have been enrolled. There are 18 teachers employed.

NEW JERSEY.—The graduating system for country schools has been put in operation in Atlantic County. The annual commencement of the class of 1884 took place at Smith's Landing, Nov. 22. A fine program was prepared, which contained among other things a declamation, by W. G. St. John, Hammonton; an essay on History, by Margaret K. Sullivan, Upper English Creek; a recitation, A Legend of Bregenz, Mary P. Conky, Hammonton; essay on Education, by Fred. B. Risley, Smith's Landing; recitation, "Pledge with Wine," by Katie Risley, Smith's Landing; valedictory, by Bertha Gage, Hammonton, and an address, by S. R. Morse, County Superintendent, after which the distribution of diplomas and certificates of honor. —Superintendent Apgar has issued a circular to the public school teachers of the State calling their attention to the proposed New Jersey Educational Exhibit at the New Orleans Exposition, and asking each one to secure for it one specimen of work in each branch of study pursued under him.—The Somerset County Teachers' Association met in Bound Brook, Saturday, Nov. 1. The attendance was larger than at any previous meeting. Excellent papers were presented.—Mr. G. Hoffman, "School Management;" Mr. C. E. Boss, "Teachers' Work;" Mr. Whitten, "The Teachers' Influence." Mr. R. S. Doyle conducted a drill in Rapid Addition, and Prof. E. H. Potter, of New York, a practical drill in penmanship. Mr. E. L. Keenan explained the difference between the arc and the incandescent systems of electric light. Next meeting at North Plainfield, Saturday, Feb. 7th. This association is certainly awakening an interest among the teachers of the county in their work, and must result in great good.

NEBRASKA.—Thirty members of the Douglas County Teachers' Association met, Nov. 1st, at Willard county. Supt. James B. Bruner, president of the association, delivered the opening address. A. E. L.

The Beatrice schools, under Supt. Ebright, are preparing work for the New Orleans Exposition.—All the schools of the State are invited to send specimens of work to J. J. Points, Omaha, for use at New Orleans.—At the Wash. Co. Teachers' Association, at Blair, Supt. J. B. Bruner, of Douglas county, delivered an address upon "Morals and Manners."—The association of Burt county recently held a two-days' session. Papers were presented by Messrs. Yocum, Miller, Smith, Wharton, Nord, Bowker, and Houston; also by Mrs. Huntsberger, and the Misses Sprague, Hendee, Mattie Cooper, Susie Cooper, Olson, Gardner, Day, Fuller, and Leader. There was a large attendance, and enthusiasm prevailed. —D. H. Vantine, superintendent of Hall county, has made a collection of school-work for New Orleans.—Prof. White, of the Hastings College, resigns his chair to enter the ministry.—The teachers of Adams county, recently assembled at Hastings, were addressed by Irving J. Manatt, Chancellor of the State University, and by State Supt. Jones.—Burt County advertises for more teachers. J. P. Sprecher, late principal at Schuyler, is in charge of the schools at Norfolk.—The Madison County Teachers' Association held a spirited meeting at Battle Creek, on Nov. 8th. There is a scarcity of teachers in Madison county.—Miss Goodyear, of O'Neill, offers a prize of a globe to the school in Holt county which shall show the best work in language during the coming winter term.—Miss Birdie Brooks, of St. Edward, is employed to give instruction in needle-work at the Indian school, at Genoa.—Frank Tym, one of Dodge county's progressive teachers, will instruct at the Parcell school, near Fremont, during the coming winter.—Supt. Vandeman, of Saunders county, is organizing "Locality Institutes." They are to be mainly supported by the teachers of the localities in which they meet.—Mr. A. B. Cooper, of Bushnell, Illinois, takes charge of the school at Cheney, Lancaster county.—Supt. Bowers, of Lancaster county, is founding a county teachers' library. Volumes enough to form a good nucleus have already been secured.—The primary schools of Nebraska City are experimenting on a half-day's holiday on each Friday afternoon, for those pupils who have been perfect in study, in attendance, and in deportment. How many pupils secure the half-day, deponent saith not. A. E. CLARENDON.

PENNSYLVANIA.—The Carbon Co. Institute was held at Mauchunk, Nov. 24th-28th. Dr. Edward Brooks, Dr. George G. Groff, Supt. James M. Coughlin, Prof. S. A. Baer, Prof. George M. Phillips, and Prof. Lee L. Grumbine were the instructors, and Prof. G. M. Phillips, Dr. Groff, Col. Copeland, and Dr. Brooks the evening lecturers. Prof. Grumbine gave an evening elocutionary entertainment. Carbon is Prof. Balliet's home-county and where he served as County Superintendent prior to his departure for Normal Park.—Prof. J. C. Guyer, for many years principal of the Third District High School in the city of Wilkes-Barre, is now teaching in Missouri.—The Huntingdon county teachers, two hundred and forty-three in number, held their annual Institute at Huntingdon, Nov. 24th-28th. Dr. Edward Brooks and Prof. Thomas M. Balliet were the principal instructors.—Prof. Balliet has engagements in forty-five out of the sixty-seven counties of Penn.—The southwest corner county of the State—Green—held their annual Institute at Waynesburg during the week commencing Nov. 17th. Miss H. E. Brooks, ex-Supt. of Lackawanna county, and J. Elliott Ross, of Scranton, were the instructors.—Lancaster held an Institute at Lancaster during the week commencing Nov. 10th. Over seven hundred teachers were enrolled. Supt. R. H. Beurhle, of Lancaster, Prof. Shaub, principal of the Millersville State Normal School, State Supt. Higbee, Deputy State Supt. Houck, Supt. Coughlin, of Luzerne county, Prof. E. O. Lyte, of Millersville, Prof. McCaskey, State Supt. E. A. Apgar, of New Jersey, Col. Bain, and Robert Collier were among the instructors and lecturers.—Prof. S. A. Baer and Dr. G. G. Groff were instructors before the Cambria County Institute which was held during the week commencing Nov. 17th, and Supt. Coughlin, of Luzerne county, was an instructor before the Lebanon County Institute, which was in session the same week. W. S. MONROE.

FOR THE SCHOLARS.

For the SCHOOL JOURNAL.

A CHRISTMAS EXERCISE.

1. SONG OR MUSIC.
2. RECITATION—BY A BOY.

THE GREETING.

Dear parents and friends, we greet you to-night,
With words of good-cheer and with songs of delight;
We come from the valley of innocent joy;
We know not the cares that the heart may annoy;
It is the glad occasion when both the old and young
In one loud voice of harmony send up their grateful song.

Welcome, welcome is the greeting
Which this night we give our friends,
Joyous, joyous is the meeting
Which your kindly presence lends.
Love is still our richest treasure,
Casting out all earth-born fear;
Let the smile of heartfelt pleasure
Beam on all who gather here.

3. Recitation by a young man or young lady.

KING CHRISTMAS.

He is come! he is come! a monarch he,
By his broad bright reign over land and sea;
A king with more than a kingly sway,
For he wields a sceptre that hearts obey;
He comes to us with a song and shout,
And a tinkle of laughter round about,
And a rhyme of bells
That sways and swells
Cheerily under the faint, brief blue,
That crowding at nightfall, the stars look through
He comes in joy to our household ring;
Meet him, and greet him, and crown him king.

To lowly cottage and lordly hall,
He comes with a blessing for each and all;
He holds his court by the blazing hearth,
For he loves the music of household mirth.
The boys all hail him with shout and glee,
For a rare boy-loving old king is he;
They deck their homes,
And watch as he comes
Down the dark of the winter night;
They weave him a garland of holly bright;
For he comes with gifts to their joyous ring;
Then meet him, and greet him, and crown him king.

He mends the links in Love's broken chain,
And drifting hearts are drawn near again;
He brings us back, amid smiles and tears,
Our dear ones, over the gulf of years;
He sings to us echoes, sweet and low,
Of the song that was sung so long ago.
To the shepherds of old,
As they watched the fold,
Of "peace on earth" and to men "good will,"
And softly the same sweet story still,
King Christmas tells in our social ring;
Then meet him, and greet him, and crown him king.

4. SNOW-FLAKES.

For six children dressed in white.

1. We are Love's winter angels;
When earth is bare and brown
We cover all her wounds and scars
With mantles soft as down.
2. Above the sleeping roses,
Above the wildwood flowers,
We spread our warm and shining robes
Through all the winter hours.
3. The long and lonely meadows
That lose their blossoms bright,
And weep for all their loveliness,
We veil with glittering white;
4. The forest boughs that shudder,
All knotted, black and bare,
We hang with flowers like bridal bowers,
The blossom bells of air.
5. We are Love's little angels,
But mortal eyes are dim—
Men cannot see how fair we be,
Nor hear our joyful hymn.
6. We are Love's shrouded angels;
But birds and blossoms know
When God's dear love falls from above,
Though boys may call it snow.

5. SONG—THE CHRISTMAS WELCOME.

May be sung to the tune of "Tramp, tramp, tramp."
If recited omit the chorus.

When the summer-time is passed and the harvest housed
at last,
And the woods are standing bare and brown and sere
When the frost is sharp at night, and the days are short
and bright,
Comes the gladdest, merriest time of all the year.

Chorus: Shout, boys, shout, the hearty welcome!
Greet old Christmas with a roar!
He has met us with good cheer for this
many a merry year,
And we hope he'll meet us all for many
more!

Let the tempest rage without, let its blast be wild and
stout,
What care we? Our hearts are stouter still and strong

And within 'tis warm and light, and kind eyes are shining bright.
And the voices of our friends are in our song.

Chorus: Shout, boys, shout, etc.

There's a rare and ancient rhyme tells that at the Christmas time,

Evil spirits flee away from all the earth,
That no wicked word may jar, and no sinful work may mar,

And no sorrow cast a shade on mortal mirth.

Chorus: Shout, boys, shout, etc.

Then away with every cloud that our pleasure might enshroud,

And away with every word and look unkind;
Let old quarrels all be healed, and old friendships closer sealed,

And our lives with sweeter, purer ties entwined.

Chorus: Shout, boys, shout, etc.

Since we know the blessed power of this happy Christmas hour,

We will keep its holy spell upon our heart,
That each evil thing within that would tempt us into sin,

May forever from our peaceful souls depart.

Chorus: Shout, boys, shout, etc.

6. Recitation by a boy.

UNCLE SKINFINT'S CHRISTMAS GIFT.

Christmas is very near, and everybody expects Christmas presents, of course. There's my niece Eleanor, saying to herself: "I wonder what Uncle Skinfint is going to give me." That is the worst of being worth money. People always expect you to be giving. Well, I'll surprise them this time, for I'm one of those who don't give often, but do something worth while when they start out. Eleanor has no piano. I'll give her one, a grand piano, with carved legs. That and a nice stool I can get for a thousand dollars, and I'll send it home on Christmas night with my love—"Uncle Skinfint's love." No; that won't do, for the poor girl really needs a cloak; and for three or four hundred dollars I can give her a real seal-skin that would last her a lifetime. Yes—no—let me see. Seal-skin may go out of fashion, besides they are too warm for this climate. I will buy her a sewing-machine, and then she can make herself a new cloak every year, if she likes, and frocks, and aprons, and all sorts of things. I'll get one for seventy-five or eighty dollars; very nice present.

And yet, now I think of it—what a pretty watch Huff, the jeweler, showed me the other day. A watch, —yes, a watch for fifty dollars. I'll get that. But that won't do, for she'll forget to wind it up. What's the use of a watch that is not wound? Now, a good merino dress, what a comfort that would be! A nice blue, or dark-red merino. No—that wouldn't be wise. Second thoughts are best. It is December. In four months it will be too warm for merino. But gloves, now—say, half a dozen assorted colors in a box. But I don't know Eleanor's number. Besides I have heard that the cheap kind split. But pocket-handkerchiefs with colored borders are nice. A dozen, at twenty cents each, would please her. Nothing could be more useful. There's an objection though; she's always losing her handkerchiefs. Whatever I give her, I want her to keep to remember me by when I am gone. When I was in the "Seven-cent Store" the other day, I saw some nice nutmeg graters—bronze, with a little hole to hang them up by, and a box for the nutmeg—only seven cents. I'm glad I remember it. I'll get her one of those. It will encourage her to make cake and puddings. And an egg-beater! I'll buy her both; and as I'm never mean, I'll throw in a nutmeg. It's the best bargain you can get for fifteen cents. And as she's going to be married, nothing can be more appropriate, Eleanor will feel that I am sure. I'll go and buy them at once.

7. A Reading.

THE CHILDREN OF THE YEAR.

(Young lady at one side of the stage reads. January enters, dressed in long cloak, trimmed with fur; fur cap—with military appearance.)

January! tall and bold,
Stern of feature, distant cold,
Is the eldest of my band—
Shake him warmly by the hand.
For his heart is good and true;
He is planning something new,
Alway, for his home and friends,
Cold and distant though he be,
He is very dear to me.

(February, as a small boy, with skates over his shoulders, and drawing a sled.)

February next in years,
As a little boy appears;
He's so very short and small;
But he's sturdy after all.
He can skate and coast and slide,
And his sisters in their pride
Greet him warmly, for they know
He must brave the winter's snow.

(March comes in roughly, sliding on stage, dressed in flowing scarf, mittens, cap, etc., boisterous.)

Slipping, sliding into view,
Here comes March! How do you do?
He's a noisy boy as ever
Breathed the breath of life, for never
Is he still unless he's sleeping.
"Stormy March," is oft his greeting,
Yet he's kind as he can be,
And his heart is full of glee.

(April—slender girl—blue eyes, light hair, flowing—dressed in pale green.)

Next comes April, fretful child,
Sweet at times, then cross and wild;
Cries a great deal, then she's sunny.
All her brothers call her "Funny."
But she has a loving face,
And her form is full of grace;
Bright blue eyes and sunny hair
Fall to pretty April's share.

(May—young girl—smiling—pretty—dressed in simple white dress—trimmed with long grass—cut from tissue paper. Butter-cups and daisies in her hands.)

Here comes lovely, laughing May.
What can she have done to-day?
Roaming o'er the meadows sweet,
With the daisies at her feet,
And the buttercups so gay,
Smiling at her all the way.
Little May's a favored child,
Gentle, loving, meek and mild.

(June—elaborately dressed in trailing white—much trimmed with flowers and jewels. Crown and flowers on her head.)

June is queen among them all;
Roses blossom at her call;
All her paths are strewn with flowers,
Through the long, bright, sunny hours.
Lovely June, with gentle hand,
Scatters blessings o'er the land;
Paints the roses, white and red,
While the pansies in their bed
Open wide their sleepy eyes.
June has such a happy way,
That the neighbors always say,
"Come again another day."

(July appears as a young man, in working dress, collar open—broad straw hat—scythe on shoulder—walks as though fatigued—dusty shoes, etc., etc.)

Panting with the moonlight heat,
Thirsty, tired, with weary feet,
Comes July, my brave July,
Rising early as the dawn,
While the dew is on the lawn,
Off he goes with whistle gay,
To the meadows far away,
Where the grass and clover bloom,
Yielding up their sweet perfume.

(August as tall young man—all dressed for travel—large umbrella—satchel, etc.)

August says: "The ripened grain
Is all garnered from the rain,
Let us go and have a play,
By the sea-side, far away,
Where there is no work to fear,
We will rest, and dream, and hear
What the voices of the sea
Have to say to you and me."

(September comes in quickly, sheaf of grain or grass on shoulder—fruit in shallow basket, or hanging from his shoulders. Loose, light garments—white turban—Syrian appearance.)

September appears with a bounding rush,
That seems to say:

"I can put your merriest one to the blush
At work or play!"

He fills our mouths with his grapes and pears;
He rattles his nuts about our ears;
He gathers his apples and binds his sheaves,
While the days whirl by like the whirling leaves;
Say who could be
Better company

Than gay September, for you and me.

(October dressed in white, trimmed with autumn leaves and grass—palette in hand with brushes.)

October comes in late, you must excuse her—she has been up all night upon the river, and on the hill-tops, seeking a place where she may now begin her autumn painting. All through the day she's painting pears and apples, but when the evening comes she sallies forth with brush and palette, to brighten up the fading leaves and grasses.

(November—tall young lady, dressed in brown, veil hanging from head—very pale and sad—moves very slowly.)

Ah! here's November—she's the saddest child I have; she hardly ever smiles, and makes all other people sad about her. Nobody loves November, and yet she has charms, which all my other children might be proud to have.

(December in long overcoat—sprinkled freely with cotton for snow—muffled to protect from cold—represents winter.)

December! last of all—he loves a frolic just as well as any one I know—and, like his older brothers, he can skate and slide. He loves the winter,—and is happiest in a snow-storm; he revels in the drifts, and thinks the cold north wind is nothing but a plaything. I love them all—each is my favorite child,—a fonder, happier mother never lived.

(All stand in a semi-circle—curtain falls.)

9. ACROSTIC.

(For children, dressed in white, each one having suspended around the neck a gold letter on a blue ground. At the close of each recitation the card is turned, showing the letter.)

1. Merry the children under the castle wall
Sing carols gay, to cheer both great and small.
2. Each Christmas as it comes brings us cold fingers,
blue noses, and red cheeks, but we do not mind that,
for it also gives us snow-balls, snow-houses and snow men.

3. Rough blows the wind, snow-showers far and near,
Drift without echo to the whitening ground.
Autumn has passed away, and cold and drear,
Winter steps in with frozen mantle bound.

4. Roll on, Old Year! you have done your work well;
You have gathered up gold,
To fill us with cheer! Roll on, Old Year.

5. Yes, the new years come, and the old years go,
Slowly and silently to and fro.
Little by little the longest day,
And the longest life will pass away

As the new years come, and the old years go.

6. Christmas comes but once a year,
But coming, may it bring
Plenty of cheer and happiness,
And every pleasant thing.

7. High and low
The winter winds blow—
They fill the hollows with drifts of snow,
And sweep on the hill-tops a pathway clear,
As they hurry the children along to school,
And whistle for Christmas and glad New Year.

8. Ring out sweet bells on this winter's night,
And tell the same old story,
Christmas has come with all its fun,
And skating with its glory.

9. In comes Christmas, like a king,
Dressed in white and crowned with gold,
In his kindly arms he brings,
Gifts of love for young and old.

10. Sleigh-bells are ringing;
Children are singing,
Carols that tell of the glad Christmas-tide.
Do we remember
The month of December
Brings us more joy than all months beside?

11. The wild flowers are all warmly tucked up in their beds this cold winter weather, and Mother Nature is rocking them to sleep.

12. Merry Christmas! What a welcome sound! It tells of holidays and frolics, snow-balls and skating.

13. A Happy Christmas to you!
May it bring you all fair things,
With the sweetest, best remembrance,
That about its coming clings.

14. Sweet memories come and nestle in our hearts, of by-gone Christmas times.

Ere this departs, may it give something dear to garner up, and fill our hearts with cheer.

10. BOUNDARY OF CHRISTMAS.

By a small boy.

Christmas is bounded on the north by Happiness, Good Wishes, Oyster Lake, and the isthmus of Cranberry Sauce; on the east, by the peninsula of Turkey and Ocean of Goodies; on the south by Mince Pies, Jellies and Cakes; on the west by Pleasant Words, from which it is separated by the mountains of Cheerfulness. The capitals of Christmas are Peace and Good Will, on the Christmas Tree River.

Dear teachers, friends and schoolmates, we are now on the border of this happy country, and before entering we wish you all a "Merry Christmas and a Happy New Year."

11. SINGING.

NOTEWORTHY EVENTS AND FACTS.

DOMESTIC.

Experiments are to be made with electric motors on the bridge and elevated roads in New York. It is said that by the first of 1885, electricity will have taken the place of steam in these places.

The cornerstone of a crematory has been laid on Long Island. Mr. Forepaugh's white elephant "The Light of Asia" died recently from effects of cold.

The last session of the 48th Congress began Dec. 1. The Society for the Prevention of Cruelty to Children has sheltered, clothed, and fed 1,480 children, and furnished 14,203 meals. In the past year 2,996 complaints were received, 1,176 prosecuted, 1,128 convictions secured, and 2,008 children rescued.

It is estimated that the decrease on the public debt for the month of November will not be much more than \$1,000,000. The reason that the decrease is so much less than usual is due to a reduction in the revenue for the month, and because of the heavy payments made from the Treasury, on account of pensions, amounting to over \$6,000,000.

FOREIGN.

The conflict between the houses of the English parliament is resulting in favor of the House of Lords. Mr. Gladstone pledged himself to pass a Redistribution bill as soon as the house of Lords passed the Franchise bill, further concessions were secured from Mr. Gladstone one of which gives Lord Salisbury a voice in framing the Redistribution bill.

Germany makes the following proposals regarding the Congo region. The delegates of fifteen States, including America, have agreed to it.

In the regions forming the basin of the Congo and its tributaries, the limits of which the Conference will fix, there shall be perfectly free trade for all nations. Commodities shall be imported and exported free of duty, except such as shall be necessary in the interest of general trade. The Powers exercising sovereign rights in the Congo regions are forbidden to exercise monopolies or favors of any kind in regard to trade. Foreigners are to enjoy without distinction the same treatment and the same rights as citizens of a sovereign State. All the Powers exercising sovereign rights shall bind themselves to co-operate in the endeavor to suppress slavery and to promote the work of missions and all institutions which tend to the civilization of the natives. General Sanford submitted a scheme for a railway from Vivi to Stanley Pool. Several German bankers and contractors have already applied for contracts to carry out the scheme. France proposed tax upon imports. Italy proposed to tax only arms and spirits. The German delegates appeared to be annoyed at the latter proposal as Germany largely exports spirits to Africa. The delegates from Portugal, hearing that the African International Association had ordered a quantity of instruments which are required in the slave trade, proposed to prohibit such importations into the Congo country. Sir Edward Malet, the English delegate, suggested a consultation on this subject with Henry M. Stanley. Mr. Stanley said it was possible to abolish the slave trade, but it would be impossible to abolish the traditional system of employing slave servants.

A socialist demonstration was held in Paris, Nov. 24, which advocated the massacre and robbery of the rich. Two speakers who advocated moderation were kicked into the streets. The cholera in Paris is said to be abating it has been confined

mostly to the poorest classes and the filthy and squalid districts of the city. Great numbers have left the city, and many of the hotels and boarding-houses are emptied. Physicians express the decided opinion that there is little danger to people who are strong and healthy.

Japan is getting her army and navy in readiness for fighting. Her relations with China have not been friendly for several years. She also contemplates a revision of her treaties with foreign countries.

The Japanese Imperial Government has purchased the interesting series of examples illustrating the methods and stages of instruction in handicraft and technical training which have been contributed by the Austria government from the Technological Museum at Vienna. Alive to the importance of popular education, the Japanese authorities have also made numerous exchanges with the representatives of other countries exhibiting at South Kensington.

It is stated that the presidency of Girton College, Cambridge, is likely to be offered to Mrs. Fawcett.

The feelings of the natives in India were never so excited against England as at the present time. Officers in high command have sent to England urgent demands for authority to form camps of refuge for women and children in order to be ready in case of a mutiny. The Government has been warned that it is on the eve of a great trial.

The city of Pelotas, Rio Grande do Sul—one of the three most important cities of the province has formally all the slaves within its limits, numbering about 5,000 persons. This is the more remarkable since Pelotas is the centre of the jerked-beef industry.

EDUCATIONAL CALENDAR FOR DECEMBER.

BY N. O. WILHELM.

- 2, 1859.—John Brown was executed; an enthusiastic champion of negro freedom.
- 3, 1753.—Samuel Crompton, born; inventor of the spinning mule.
- 4, 1795.—Thomas Carlyle, born; English philosopher, essayist, historian, "The Great Objector."
- 5, 1792.—Mozart died; great musician, and composer.
- 6, 1606.—Ten was introduced into England; healing powers proclaimed; opponents denounced it.
- 7, 43, B.C.—Cicero was killed; Roman author, orator, patriot.
- 8, 1793.—Eli Whitney, born; inventor of the cotton gin and manufacturer of fire arms.
- 9, 1608.—John Milton, born; great poet—"Paradise Lost." Became blind in 1654.
- 10.—Pestalozzi, born in 1746; Swiss teacher, reformer, author.
- 11, 1816.—Ind., was admitted into the union.
- 12, 1709.—Brunel, born; French inventor; engineer; started the Thames tunnel. Born in the same year as Napoleon and Wellington; Humboldt and Cuvier.
- 13, 1802.—Battle of Fredericksburg.
- 14, 1799.—Washington died.
- 15, 1814.—Hartford Convention opened.
- 16, 1777.—France recognized the United colonies.
- 17, 1835.—Great fire in New York City.
- 18, 1805.—The amendment to the U. S. Constitution, abolishing slavery became a law.
- 19, Fröbel was born, 1782. Founder of the Kindergarten.
- 20, 1862.—South Carolina seceded from the Union.
- 21, 1571.—John Kepler, born; a great astronomer (German) invented one form of telescope.
- 22, 1620.—Pilgrim fathers landed; among them Standish, the soldier; Brewster, the preacher; Peregrine White the baby born at sea.
- 23, 1783.—Washington resigned his commission and retired to Mount Vernon.
- 24, 1858.—Hugh Miller died; Scottish stone-cutter, geologist, author.
- 25, 1642.—Sir Isaac Newton, born; English philosopher, mathematician, explained gravity as applied to heavenly bodies.
- 26, 1776.—Battle of Trenton.

- 27, 1834.—Charles Lamb died; English essayist, humorist, "Stories from Shakespeare."
- 28, 1835.—Jades massacre by the Seminoles.
- 29, 1837.—America steamboat Caroline destroyed.
- 30, 1515.—Roger Ansham was born; Queen Elizabeth's teacher; eminent scholar, wrote "School Master."
- 31, 1775.—Montgomery killed.

NEW YORK CITY.

The concert season has set in, and public rehearsals and concerts come thick and fast. The young people were especially served with good music last year in a series of six concerts given by Theodore Thomas. They proved so successful, and reached with such good purpose the class for whom they were designed, that the undertaking will be repeated this year. The first concert is dated Saturday afternoon, Dec. 6th, at 2 o'clock. There will be twelve selections on the program, and Miss Emma Juch is to be the solo singer. A reserved seat for the series can be obtained for \$5.

CHICKERING HALL.—Mrs. Anna Bulkley Hills gives an annual concert that always proves worth hearing. This week (Saturday evening, Dec. 6th) Mrs. Hills will be heard at Chickering Hall, assisted by the following artists: Mme. Madeline Schiller, pianiste; Mr. Theodore Toedt, tenor; Mr. Franz Remmert; Mr. Ovide Musin, violinist; Miss Ella Earle, soprano. These names give a sufficient idea of the excellence of the program.

PHILHARMONIC CLUB.—After several years' labor in this city, during which the membership has undergone some changes, the Philharmonic Club has earned its right to the position which its audiences always claim for it—the best combination of chamber music talent in New York. Its visits out of this city, to Hartford, Princeton, and very lately to Vassar College in Poughkeepsie, were eagerly welcomed, and the opening of its season at Chickering Hall, on the evening of December 9th, is an event for all music lovers. The program is a charming one, and the name of the soloist, Mrs. Emil Gramm, will add to the pleasant anticipations for the evening.

TEACHERS' ASSOCIATION.—The Thanksgiving Reception at Steinway Hall, Nov. 29th, was, as always on like occasions, the scene of a large and enthusiastic audience. The Apollo Quartette gave some fine singing and Miss Helen Potter, some dramatic readings.

CONCERT.—An interesting concert is promised for Tuesday evening, Dec. 9th, at Steinway Hall, to be given by the young violinist, Miss Jeanne Franko, who made her first appearance last winter with great success. Miss Franko will play a sonata by Tartini; two new works by Franz Ries and S. Franko; and a concerto by Vieuxtemps. Mr. Alexander Lambert, the pianist, and Signor I. P. Ranconi, basso, will assist.

EDUCATIONAL MISCELLANY.

ANSWERS TO LIVE QUESTIONS

IN JOURNAL OF NOVEMBER 15.

1. Young mosquitoes in the second and third stages of their existence are the familiar "wigglers" and "tumblers" familiar to every one who has looked into a rainwater barrel or other standing water in warm weather.

2 and 3. In Leadville, Col., there are no rats nor cats. The rarity of the atmosphere, it is supposed, will not sustain feline and murine life more than two weeks.

4. The larvae stage is the growing one in the life of the fly. Flies never grow.

5. Tadpoles come from frog's eggs and grow rapidly during this second stage of their existence.

6. The south western corner of Indiana is now the centre of population in the U. S. (The exact location will be published if requested.)

7. The present population of the U. S. is not far from fifty-two millions.

8. The central meridian line of the United States passes between San Francisco and Sacramento nearer the former.

9. You have never seen an empty bottle, unless you have seen one from which all of the air had been exhausted.

10. Two plumb lines, if extended, would meet at the centre of the earth, and hence are not parallel.

11. A ball will roll down an inclined plane, because the obstacles in its way are not enough to overcome the force of gravitation.

12. The repulsion between the particles of grease and those of water is sufficient to float a greased needle.

13. Sugar will not dissolve in sulphuric acid.

In response to requests for information regarding the "Geographical Games" and apparatus which were the subject of a notice in the JOURNAL last week, we here state that the originator of the plan of instruction and manufacturer of the apparatus, is Wm. R. Norris, of 145 Broadway, this city, a communication from whom, addressed to "teachers and others interested in educational matters," may be found on another page in this issue.

A CARD

To Teachers and Others Interested in Educational Matters.

After several years of application, in an effort to devise methods and means which shall make the *subject of Geography attractive* to the *average* pupil, and assist him in acquiring a knowledge of such geographical facts as are deemed of first importance to a person who will look to commercial pursuits in the future as a means of livelihood, I have at last reached a stage in the development of my ideas and devices, where I feel satisfied to offer my productions to instructors throughout the United States, as *aids to them in teaching Geography*.

My efforts and results, were recently, without my knowledge, brought to the attention of the editors of the SCHOOL JOURNAL, who seeing an unusual degree of merit in my plans and devices, desired to bring them through their paper to the attention of school instructors, and others directly interested in the cause of education. This was several months ago, and before I had reached a stage where I was willing to have it done. I have made important progress since; until now I

shall be pleased to have full information regarding my work, plans and apparatus, possessed by every one who has a desire to know about them. To that end I will be pleased to answer all inquiries that may be made by mail or in person, and to furnish

inserted herewith a cut, illustrating the use of some of my devices *in the home circle*. The cut I think needs no verbal explanation. In a short time I shall have a cut prepared which shall illustrate my *small school apparatus*, in use by a geography class in school where each member has his own special apparatus which may be taken home, and the puzzles and games it affords be enjoyed by one child alone, or by two or more children together.



such printed matter as I have, on application. The article which appeared in the SCHOOL JOURNAL of last week, was, for want of space, too restricted to afford a thorough understanding of my methods and devices. As an aid in extending that information, there is

ous of interesting themselves in such a connection, to address me on the subject at an early date.

Most respectfully yours,

WM. R. NORRIS,

Dec. 4th 1884.

145 Broadway, N. Y.

BOOK DEPARTMENT.

NEW BOOKS.

GRADED EXERCISES AND SONGS. For School and Home. Part I. New York: C. H. Browne, 19 Bond street.

The book is eminently practical, consisting of carefully graded exercises, interspersed with songs, introduced in the order of their difficulty, which pleasingly vary the exercises that precede them and prepare the pupil to render them correctly.

The exercises are arranged according to the following general plan: a. The tetra chord. b. The scale. c. The common chord in its three positions. d. The related triads on the fourth and fifth degrees of the scale. The tones of these chords once firmly fixed in the mind, the pupil possesses a key to reading and singing at sight all the intervals occurring in the key of C Major. Exercises 1 to 80 afford the pupil practice in singing in the key of C, and familiarize him with the most common musical signs and expressions. The other keys are then dealt with in the same manner, their interrelations being always kept clearly in view. The songs are well chosen and graded, and form a most pleasing repertoire.

The text has been written especially for this work; and nothing unsuitable to the pure mind of childhood here finds a place. In a word, the songs are well worth learning and remembering.

The general remarks forming the introduction to the book seems to us of especial importance; and every teacher who aims at success will do well to carefully read and consider them. They contain suggestions which should be conscientiously carried out at each step of the instruction, including the introductory exercises.

The book now presented is to be followed by a second and a third part, which will deal with singing in parts. Those pupils who have mastered the exercises included in the first book, will find no difficulty worth mentioning in pursuing the study of two or even three-part singing.

ELEMENTS OF MORALS: With special application of the Moral Law to the Duties of the Individual and of Society and the State. By Paul Janet. Translated by Mrs. C. R. Corson. A. S. Barnes & Co., New York and Chicago.

This book might with truth be called *The Science of Duty*, as it really deduces by a logical development and clear reasoning the general principles of morality as related to what *ought* to be done. It might also be called *The Logic of the "Ought" or What is Due*. President White very truly says that, "In style and arrangement the work is characterized by the usual clearness and felicity of the French philosophical writers, while in the general principles and spirit of its teaching it is scarcely equalled, and certainly not surpassed, by any ethical treatise in existence."

A brief glance at the book shows the comprehensiveness of its plan. Under Duties we have the following divisions: Of Justice, Property, Charity and Self-Sacrifice, Towards the State, of Nations, in the Family, One's Self, Intellect, Will, Religious Rights. This is a full outline, and it is thoroughly treated. It may be remarked that Janet does not ignore religion, on the contrary, he cannot conceive of morals without religion—morality must, by necessity, lead to religion and be based in the existence of God.

A DESCRIPTIVE ASTRONOMY. By J. Dorman Steele, Ph.D. A. S. Barnes & Co., New York and Chicago, 1884.

This book is written, as the author says, "not for the information of scientific men, but for the inspiration of youth, therefore its pages are not burdened with a multitude of figures no memory could retain." Dr. Steele's books are well known throughout the country. It is admitted by all that he has introduced a new style into scientific text-books. When the pupil opens one of his works it is not to find cumbersome details and uninteresting statement of facts, but a charm like a novel at once rivets his attention, and he reads on and on until before he knows it he has become *interested in study* as well as narrative. It is this power of inspiration that has given Dr. Steele's books such wide popularity. He knows how to make his books teach and yet keep the student's attention. Particular attention is given to elementary topics; as, Measurements of Space, Parallax, Eclipses, the Seasons, Phases of the Moon, and Time. One feature should be especially noticed in this as in all of Dr. Steele's books: it is the Practical Questions. Not all are answered in the text; but many are left to be solved by the pupil's own ingenuity and thought, thus adding to the strength of his mental powers. The book is excellently well printed and bound.

HISTORY OF THE UNITED STATES, in words of one syllable. By Mrs. Helen W. Pierson. New York: Geo. Routledge & Sons, 9 Lafayette place. Square. 189 pp. \$1.00.

This book is well bound, printed on heavy paper, copiously illustrated, and most attractively written. There is no book in the market filling its place. It is purely a historical work (not a romance), comprising events from the commencement of the history of our country down to the present time. Mrs. Pierson has done her work well, and this is great praise, for it is a most difficult task to write history so as to be interesting to young people and yet keep out all but history. This work is here done, and for this we heartily commend the book.

THE KINDERGARTEN CHILDREN. By Caroline Hansell. New York: White, Stokes & Allen.

This is the newest kind of a book in child literature. No more charming place for sketches of child life can be found than a kindergarten, and the various games and plays depicted with a skillful pencil, and described in easy verse, combine to make a picturesque volume of interest to the little ones and their elders. The pages are more than ordinarily large, and the paper heavy. The cover is printed in colors, and shows a half-dozen children with the kindergartner.

FENNO'S FAVORITES. 100 choice pieces for reading and speaking. By Frank H. Fenno. Philadelphia: John E. Potter & Co. Price, 25 cents.

The selections in this volume are varied in character, and are accompanied by explanatory notes showing how each should be rendered, how to give the proper gestures, and other useful matter.

'49. THE GOLD-SEEKER OF THE SIERRAS. By Joaquin Miller. New York: Funk & Wagnalls. Price, fifteen cents.

An enlarged reprint of Joaquin Miller's story, published in the *Overland Monthly*, describing the singular life of "Old '49," a gold-hunter of the West.

OLD STYLE CALENDAR. 1885. New York: Ivison, Blakeman, Taylor & Co.

As the cover of this unique pamphlet states, it contains "many delightful and entertaining particulars, very commodious, indeed, and profitable. Worth the labor of your reading."

MAGAZINES.

The Atlantic (December number) will please more than usually the average reader. Among its contents are noted Olive Thorne Miller's paper on birds, under the title, "These are Your Brothers;" George Parsons Lathrop's criticism of "Combination Novels;" an article on "Poe's Legendary Years," and "Over the Andes," by Stewart Chisholm. Grace Dennio Litchfield (the one who wrote the story in a late *Century* "What I Paid for a Set of Ruskin") contributes a amusing tale of "An American Flirtation."

The concluding paper in Edmund Kirke's series "On the French Broad," appears in the December *Lippincott's*, and further interests us in the people of North Carolina. The illustrations are remarkably good, and one especially by F. B. Schell claims our admiration. Theodore Child writes of "A Visit to Naples" just before the cholera broke out. Charles Burr Todd's "In the Oil Region" treats of the Pennsylvania industry; and among the fiction, Kate Putnam Osgood's name is attached to a story.

The Health Miscellany, Fowler and Wells publishers, N. Y. This is an illustrated octavo pamphlet for 25 cents, containing a series of papers devoted to important health topics, opening with an excellent article on the External Senses, with illustrations of the eye, ear, nose, tongue, and skin, giving important information in regard to the functions and also the care of these important organs of the body.

NOTES.

Tourgee's "Appeal to Caesar" reached its fifth thousand in less than two weeks after publication.

The *Critic* reports that Professor Charles F. Richardson, of Dartmouth College, is at work on a history of American literature, on a philosophical and critical plan.

The January *Atlantic* will be remarkable for its opening chapters of the new serials. The authors are Mrs. Oliphant, Sarah Orne Jewett and Charles Egbert Cradock.

T. Y. Crowell & Co. are having a great run on their Red Line Poets in alligator leather binding. It has proved a very popular style of binding and orders are coming in with a rush for "Alligator Poets."

In the series upon "Authors at Home," now running in *The Critic*, the article upon John Burroughs's pictur-

esque home (in the Nov. 23d No.) will interest the host of readers of this writer's pleasant talks upon natural history.

G. P. Putnam's Sons have made arrangements with Lieutenant Shufeldt to publish a popular narrative of his adventures in Madagascar. The volume will be entitled "The Land of Sinbad the Sailor," and will be handsomely illustrated.

Persons whose attention has been attracted to Omar Khayyám by the new illustrations for his "Rubáiyát" by Mr. Elihu Vedder will be glad to know that the complete name of the poet is Ghias ud din Abul fathah Omar bin Ibrahim al Khayyám.

The Russian Government has forbidden reading-rooms and public libraries to keep on hand translations of the works of Agassiz, Bagehot, Huxley, Zola, Laessle, Lubbock, Lecky, Louis Blanc, Lewes, Lyall, Marx, Mill, Réclus, Adam Smith's "Wealth of Nations" and "Theory of Moral Sentiments," and Herbert Spencer's works.

The next issue of *The Book-Buyer* Charles Scribner's Sons) will be a special holiday number, and will give a comprehensive and complete illustrated review of the Christmas literature of 1884. A special cover has been designed, which will be printed in color. The leading paper will be a charming sketch on old-fashioned Christmas books, by Donald G. Mitchell. In the juvenile department there will be a new and amusing chapter on Christmas-day entertainments, by Mr. Daniel C. Beard. The leading books of the year will be reviewed by well-known writers, who sign their notices.

Miss Amelia B. Edwardes began to compose poems and stories before she knew how to write. When she was fourteen she sent to a magazine edited by George Cruikshank a story on the back of which she had scribbled caricatures of the personages appearing therein. "The drawings were so clever," says the N. Y. *Tribune*, "that Cruikshank went impulsively to call upon his unknown contributor, and finding to his astonishment a little girl, offered immediately to take her as an articulated pupil and train her up to his work, but the offer was declined. Miss Edwardes devoted herself for seven years to music, and became an accomplished performer and composer. Then happening during a summer holiday to write a particularly successful story, she turned to authorship again, and has ever since been known as one of the cleverest of the English women novelists.

BOOKS RECEIVED.

Square and Compasses. By Oliver Optic. Boston: Lee & Shepard. \$1.25.
Choice Reading. By R. I. Fulton and T. C. Trueblood. Boston: Ginn & Heath.
Old Style Calendar, 1885. Compiled by Walter Geo. Falkner and his sons. New York: Ivison, Blakeman, Taylor & Co.
Holmes and Emerson Calendar, 1885. Boston: Houghton, Mifflin & Co. \$1.00.
To Mexico by Palace Car. By James W. Steele. Chicago: Jansen, McClurg & Co. 25cts.
The State and Education. By Henry Craik. London and New York: Macmillan & Co.
Over the Summer Sea. By John Harrison and Margaret Compton. New York: John W. Lovell & Co. 20cts.
Analytic Elocution. By James Murdoch. New York: Van Antwerp, Bragg & Co. \$1.00.
Worthington's Annual. New York: R. Worthington.
Easy Anthems. By W. O. Perkins. Boston: O. Ditson & Co. \$1.00.
Choral Worship. By L. O. Emerson. Boston: O. Ditson & Co. \$1.00.
A Compend of Geology. Joseph Le Conte. New York: D. Appleton & Co.
Books of Cats and Dogs. James Johonnot. New York: D. Appleton & Co.
At the World's Mercy. By author of "The House on the Marsh." New York: D. Appleton & Co. 25cts.
Practical Work in the School Room. Sarah F. Buckelew and Margaret W. Lewis. A. Lovell & Co. 75cts.
Anatomy, Physiology and Hygiene. Jerome Walker, M.D. New York: A. Lovell & Co. \$1.20.
Vocal and Action—Language. E. N. Kirby. Boston: Lee & Shepard, N. Y. C. T. Dillingham. \$1.25.
The Motor. By Alfred Ayres. New York: Funk & Wagnalls. \$1.00.
How to Write. W. B. Powell, A.M. Phila.: Cowperthwaite & Co.
Doreas. By Nathan C. Kouns. New York: Ford, Howard & Hulbert. \$1.25.
On a Margin. New York: Ford, Howard & Hulbert. \$1.25.
The Field of Honor. Major Ben. C. Truman. New York: Ford, Howard & Hulbert. \$2.00.
Lay of the Last Minstrel. Walter Scott. New York: T. Y. Crowell & Co. \$2.50.
The Magazine of Art, Vol. III. New York: Cassell & Co.
Pathfinder. Mrs. E. G. Greene. New York: National Temperance Society.
Fishes Science of Knowledge. By Charles Carroll Everett, D.D. Chicago: S. C. Griggs & Co. \$1.25.
Pretty Lucy Merwyn. Mary Blakeman. Boston: Lee & Shepard. New York: Charles T. Dillingham. \$1.25.
Life of Wolfe. John Laird Wilson. New York: Funk & Wagnalls. 25cts.
Experiment Blanks. Nath. S. French. Boston: Harris & Rogers. 25cts.
Elements of English Speech. Isaac Basset Choate. New York: D. Appleton & Co. \$1.00.
The Old Fashioned Fairy Book. Mrs. Burton Harrison. New York: Charles Scribner's Sons. \$2.00.
An Historical Atlas. Robert H. Labberton. New York: Townsend MacCaun. \$1.50.
Allan Dare and Robert LeDiable. Part Four. Admiral Porter. New York: D. Appleton & Co. 35cts.
Principles of Political Economy. John Stuart Mill. Edited by J. Lawrence Laughlin, Ph.D. New York: D. Appleton & Co.
The History of Pianoforte Music. J. C. Fillmore. New York: Townsend MacCaun. \$1.50.
Philip's Historical Readers. Nos. 1, 2, 3, and 4. Boston: School Supply & Co.

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